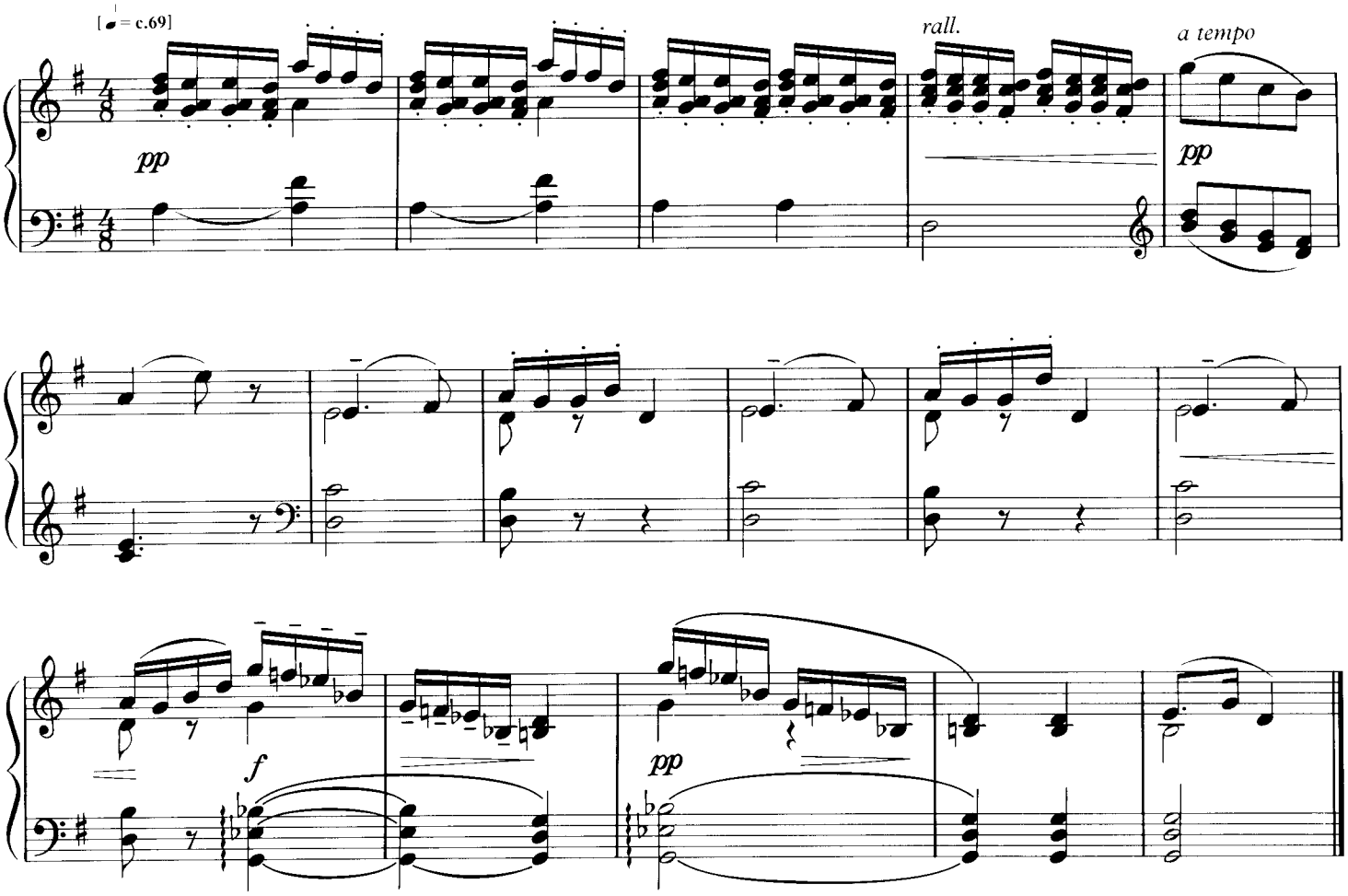
VISIT…



In each of the above examples, it is clear what sort of questions could be asked, but pupils should practise describing the piece without prompting. For example, in the first piece the pupil might say, 'It started quietly (*piano* or *pianissimo*), smoothly (*legato*), and then it had a *rallentando* before returning to the same melody played *a tempo* and louder. It had a big *crescendo* and then a *diminuendo* to the end.' Use the second piece in the same way.

Although it will sometimes be necessary for you to ask questions, let the pupils tell you what they notice (and feel) about a piece of music. Choose descriptive pieces and certainly do not confine their answers to the features required by the syllabus. Use the opportunity to enlarge their musical vocabulary and knowledge of the theory of music.